

## **LEA Application Part II**

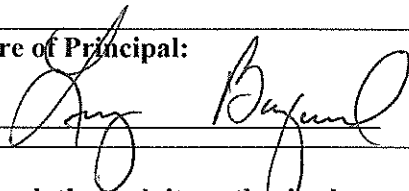
**ATTACHMENT III**

**SCHOOL IMPROVEMENT GRANT – 1003(g)**

**FY 2010 – 2011**

**The LEA must provide evidence of a comprehensive needs assessment and the thought process that it engaged in to formulate each school plan. The following form serves as a guide in the thought process. Please submit this form with the application.**

School Name and code <b>Kettering High School (540)</b>	District Name and Code <b>Detroit Public Schools <u>82010</u></b>
Model for change to be implemented: <b>Turnaround Model</b>	

<b>School Mailing Address:</b> <b>6101 Van Dyke, Detroit, MI 48213</b>	
<b>Contact for the School Improvement Grant:</b> Leroy Bougard, Principal / Patricia Eubanks	
<b>Name:</b> Patricia Eubanks	
<b>Position:</b> School Improvement Chair/Data Specialist	
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<b>Email address:</b> patricia.eubanks@detroitk12.org	
<b>Principal (Printed Name):</b> Leroy Bougard	<b>Telephone:</b> (313) 866-5336
<b>Signature of Principal:</b>  X 	<b>Date:</b>  8-12-10
<b>The School, through its authorized representatives, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the District/School receives through this application.</b>	

## SECTION I: NEED

The school must provide evidence of need by focusing on improvement status; reading and math achievement results, as measured by the MEAP, Mi-Access or the MME; poverty level; and the school's ability to leverage the resources currently available to the district. Refer to the school's Comprehensive Needs Assessment (CNA) School Data and Process Profile Summary report.

Kettering Senior High School is located on the lower east side of Detroit. The purpose of the following charts is to provide background data to support the needs as identified. Information on the entire student population as a whole is needed to fully disclose the learning needs of all our students at Kettering. In comparison a small number of our special education students have performed well on the Social Studies test but on other standardized test, they have been very unsuccessful. The entire data picture is necessary in order to perceive causes for us becoming a turnaround school. It explains how our children in large numbers are not performing well enough for us to make AYP. The grade levels populating the school are grades 9 -12. We have a population of 915 students as of June 2010. Our population make up is as follows:

<b>Grade</b>	<b>Male</b>	<b>Spec. Ed.</b>	<b>Female</b>	<b>Spec. Ed</b>	<b>Total</b>	<b>Spec. Ed</b>
<b>9</b>	164	66	130	28	294	94
<b>10</b>	143	56	120	38	263	94
<b>11</b>	95	29	87	21	182	50
<b>12</b>	87	29	89	14	176	43
	489	180	426	101	915	281

Many of our students are from single parent homes, living with relatives, grandparents and other types of guardians. Some are in assisted residential living facilities. Many of the homes in the area of the school are burned out shells, boarded up or abandoned. The people in the community live below the poverty index. At Kettering High School, the majority of the students receive free lunch.

### **Economically Disadvantaged From the MME All Students**

<b>Reading</b>					
<b># of Students</b>	<b>Level 4</b>	<b>Level 3</b>	<b>Level 2</b>	<b>Level 1</b>	<b>Levels 1 &amp; 2</b>
<b>102</b>	48%	37%	15%	0%	15%
<b>Math</b>					
<b>97</b>	86%	11%	3%	0%	3%

**Economically Disadvantaged From the MME  
Students with Disabilities**

<b>Reading</b>					
<b>#of Students</b>	<b>Level 4</b>	<b>Level 3</b>	<b>Level 2</b>	<b>Level 1</b>	<b>Level 1 &amp; 2</b>
<b>23</b>	89%	11%	0%	0%	0%
<b>Math</b>					
<b>22</b>	100%	0%	0%	0%	0%

**Summary Chart for MEAP Data  
All Students**

<b>Year</b>	<b># of Students</b>	<b>4 – Not Proficient</b>	<b>3 – Partially Proficient</b>	<b>2 – Proficient</b>	<b>1 – Advanced</b>	<b>Levels 1 % 2</b>
<b>2009</b>	121	43%	35%	19%	3%	22%
<b>2008</b>	210	29%	48%	20%	4%	24%
<b>2007</b>	217	28%	50%	19%	3%	22%

**Summary Chart for MEAP Data  
Students with Disabilities**

<b>Year</b>	<b># of Students</b>	<b>4 – Not Proficient</b>	<b>3 – Partially Proficient</b>	<b>2 – Proficient</b>	<b>1 – Advanced</b>	<b>Levels 1 % 2</b>
<b>2009</b>	33	64%	27%	6%	3%	9%
<b>2008</b>	41	59%	37%	5%	0%	5%
<b>2007</b>	41	49%	46%	5%	0%	5%

Students in Grade 9 take the MEAP test in the fall of their 9<sup>th</sup> grade year. When students enter Kettering High School, they are tested in the Accelerated Reading and Math Star Programs. We have learned that they are scoring in the late elementary to the early middle school years for reading and the elementary level for Math. Basically, they enter high school at levels far too low to be successful on the MEAP Social Studies Test. Instructors at the high school level have one month to impact the results for this test.

### All Students

<b>Reading</b>						
<b>Year</b>	<b># of Students</b>	<b>4 – Not Proficient</b>	<b>3 – Partially Proficient</b>	<b>2 – Proficient</b>	<b>1 - Advanced</b>	<b>Levels 1 &amp; 2</b>
<b>2010</b>	132	45%	37%	17%	0%	17%
<b>2009</b>	143	50%	31%	19%	0%	19%
<b>2008</b>	128	59%	28%	13%	0%	13%
<b>2007</b>	168	57%	32%	11%	0%	11%

### MME Summary Chart All Students

<b>Math</b>						
<b>Year</b>	<b># of Students</b>	<b>4 – Not Proficient</b>	<b>3 – Partially Proficient</b>	<b>2 – Proficient</b>	<b>1 - Advanced</b>	<b>Levels 1 &amp; 2</b>
<b>2010</b>	125	87%	10%	3%	0%	3%
<b>2009</b>	133	91%	2%	7%	0%	7%
<b>2008</b>	126	90%	8%	2%	0%	2%
<b>2007</b>	168	89%	7%	4%	0%	4%

### MME Summary Chart Students with Disabilities

<b>Reading</b>						
<b>Year</b>	<b># of Students</b>	<b>4 – Not Proficient</b>	<b>3 – Partially Proficient</b>	<b>2 – Proficient</b>	<b>1 - Advanced</b>	<b>Levels 1 &amp; 2</b>
<b>2010</b>	23	78%	22%	0%	0%	0%
<b>2009</b>	19	89%	11%	0%	0%	0%
<b>2008</b>	25	96%	4%	0%	0%	0%
<b>2007</b>	34	88%	12%	0%	0%	0%

### MME Summary Chart Students with Disabilities

<b>Math</b>						
<b>Year</b>	<b># of Students</b>	<b>4 – Not Proficient</b>	<b>3 – Partially Proficient</b>	<b>2 – Proficient</b>	<b>1 - Advanced</b>	<b>Levels 1 &amp; 2</b>
<b>2010</b>	22	100%	0%	0%	0%	0%
<b>2009</b>	17	100%	0%	0%	0%	0%
<b>2008</b>	24	100%	0%	0%	0%	0%
<b>2007</b>	34	100%	0%	0%	0%	0%

Students at Kettering High School have not met the requirements to achieve AYP in Reading and Math.

The greatest improvement has been in the years from 2008 – 2009 in Reading and Math. The changes were significant, but not enough to make AYP. According to the data from the Michigan Department of Education website, there was an increase of 6% between 2008 and 2009 in Reading and an increase of 5% between 2008 and 2009 in Math.

This change occurred after using data from the EXPLORE and PLAN to impact the MME.

### **MI-Access**

#### **Accessing Print and Expressing Ideas**

<b>Year</b>	<b># of Students</b>	<b>Emerging #</b>	<b>%</b>	<b>Attained #</b>	<b>%</b>	<b>Surpassed #</b>	<b>%</b>
<b>2010</b>	15	0	40.0	5	33.3%	4	26.7

#### **Math**

<b>Year</b>	<b># of Students</b>	<b>Emerging #</b>	<b>%</b>	<b>Attained #</b>	<b>%</b>	<b>Surpassed #</b>	<b>%</b>
<b>2010</b>	15	9	60.0	6	40.0	0	0.0
<b>2009</b>	11	5	45.5	4	36.4	2	18.2
<b>2008</b>	20	16	80.0	3	15.0	1	5.0

Data from this chart is for Special Education students who do not take the MME as designated by their IEP. The data is divided into three subject areas, Accessing Print and Expressing Ideas, Mathematics and Science. The population for each of these subject areas was included.

As one should note, the largest percentage of achievement was on the Math test and the lowest was on Science. The question then becomes, how do the scores impact AYP?

1. Explain how subgroups within the school are performing and possible areas to target for improvement. (The following charts contain information available in the school Data Profile and Analysis).

### **Sub Group Academic Data Analysis**

**Percent of Sub-group meeting State Proficiency Standards (See Data Attachment)**

Group	Reading			Math		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
<b>Social Economic Status (SES)</b>						
<b>Race/Ethnicity</b>						
<b>Students with Disabilities</b>	0%	0%	0%	0%	0%	0%
<b>Limited English Proficient (LEP)</b>						
<b>Homeless</b>						
<b>Neglected &amp; Delinquent</b>						
<b>Migrant</b>						
<b>Gender</b>						
<b>Male</b>	10%	16.9%	8%	3%	6.8%	3%
<b>Female</b>	19%	20.3%	28%	2%	6.7%	3%
<b>Aggregate Scores</b>						
<b>State</b>						

Data from earlier charts accompanied with descriptions attempt to look at the entire population in grades 9 and 11 and how they scored on the test assigned to their grade level.

The following is the data explanation and description for sub groups and how they scored.

Students with disabilities have been unsuccessful in attaining levels 1 and 2 from 2007 – 2010.

There was an increase in the Special Education population from 2005 – 2008. Since that time there has been a decline as with regular education. During the years of growth there has been instability in the teaching staff assigned to work with these students. In many instances, the teaching staff has changed overnight in various content area classes. With the changes in staff and the impact to instruction; many of these students have severely poor attendance patterns. Changes in staffing and attendance of students have impacted the achievement of our Special Education population.

There is evidence of challenges when looking at the performance level of Special Education students. There is a need to have stable and highly qualified teachers working with these students. There is a need to provide professional development that maximizes the instruction provided for these students. There is a need to impact the learning of this sub group so as to evidence improvement in the academic areas.

When reviewing the data for the MME and the scores for males and females; the females outscored the males in Reading from 2007 – 2010. The gap widened considerably in 2009 – 2010. In Math, both groups are low, but the gap is not great between them. Females perform at higher rates than the males especially in 2009-2010.

**Sub Group Non-Academic Analysis**      (See Attachment for Data Profile)

**Year: 2009-2010**

Group	# Students	# of Absences		# of Suspension		# of Truancies	# of Expulsions	Unduplicated Counts	
		>10	<10	In*	Out*			In*	Out*
SES									
Race/Ethnicity									
Disabilities	281	162	9		192	107			
LEP									
Homeless									
Migrant									
Gender									
Male	489	244	30	553	192				
Female	426	278	42	484	122				
Totals									

**Year: 2009-2010**

Group	# of Students	# of Retentions	# of Dropouts	# promoted to next grade	Mobility	
					Entering	Leaving
SES						
Race/Ethnicity						
Disabilities	281	229	3	49	36	70
LEP						
Homeless						
Migrant						
Gender						
Male	489	401	12	76	100	181
Female	426	336	3	87	69	139
Totals						

Data from these charts support the disparity and gap between males and females at Kettering High School. It appears that there are some serious problems occurring in the education of our young men.

At Kettering High School our males are not performing as well as their female counterparts. There are more retentions and not as many being promoted to the next grade level. There are more students who have more than 10 absences, with more suspensions and truancies. There are more males involved in the credit recovery programs whether Second Chance, Extended Day or Summer School.

There are more of them becoming part of gangs that exist. There are more males likely to be high off of drugs or alcohol. There are more males likely to participate in drug sales or gambling.

Data and research indicates a crisis in the education of the young black male. It also indicates a need to provide more positive learning experiences for our students as well as professional development to assist teachers in teaching young black males. There is also a need to provide positive social learning activities during the academic school year as well as during the summer months.

It is our belief that with the Smaller Learning Communities, personalized education, Advisor/Advisee Programs, Second Chance, Extended Day, Tutorial Programs provided by SES and Saturday School, we will be able to impact graduation rates.

**Enrollment and Year: 2009-2010**

**Graduation Data – All Students (See Data Attachment)**

Grade	# of Students	# Students enrolled in a Young 5's program	# Students in course/grade acceleration	Early HS graduation	# of Retentions	# of Dropout	# promoted to next grade
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<b>K</b>							
<b>1</b>							
<b>2</b>							
<b>3</b>							
<b>4</b>							
<b>5</b>							
<b>6</b>							
<b>7</b>							
<b>8</b>							
<b>9</b>	<b>294</b>		<b>12</b>		<b>207</b>	<b>4</b>	<b>87</b>
<b>10</b>	<b>263</b>		<b>45</b>		<b>172</b>	<b>6</b>	<b>91</b>
<b>11</b>	<b>182</b>		<b>49</b>		<b>115</b>	<b>44</b>	<b>67</b>
<b>12</b>	<b>176</b>		<b>44</b>		<b>57</b>	<b>1</b>	<b>119 Graduated</b>

At Kettering High School, the population includes grades 9 – 12. In previous years our 9<sup>th</sup> grade has been our largest population. It has been housed in a separate wing of the building as a Smaller Learning Community. Teachers instructing in the Smaller Learning Community have shared a common planning period which allowed them to work together closely to plan instruction for the students in the Smaller Learning Community. The staff had undergone many sessions of professional development in order to create and sustain the Smaller Learning Community concept. Also, the Smaller Learning Community had its own counselor and Assistant Principal. They shared the Social Worker and Psychologist with the rest of the educational communities.

The changes of staff and the structure of the building have just about ended the Smaller Learning Community concept. At its height, students felt they belonged to the educational community and their teachers were really concerned about their learning. It impacted their attendance, behavior, academics and suspension rates. It is our sincere hope to rebuild the community in structure and with professional development. Staff is needed to make it a success.

We not only want to build the 9<sup>th</sup> Grade Smaller Learning Community through personalization, but personalized education for all our students in grade level teams. Our 9<sup>th</sup> grade population is 294. 12 of the 294 9<sup>th</sup> grade students are in advanced placement classes here at Kettering High School. The 10<sup>th</sup> grade population is 263 and of the 263 10<sup>th</sup> graders, 45 of them are advanced placement classes.

Looking at the 11<sup>th</sup> grade population of 182 of these 182 students, 49 of them take advanced placement classes. When looking at our 12<sup>th</sup> grade population which consists of 176 students; 44 from the 12<sup>th</sup> grade population take advanced placement courses as well.

## **Number of Students enrolled in Extended Learning Opportunities**

**Year: 2009-2010 (See Data Attachment)**

<b>Number of Students in Building by grade</b>	<b># Enrolled in Advanced Placement Classes</b>	<b># Enrolled in International Baccalaureate Courses</b>	<b># of Students in Dual Enrollment</b>	<b># of Students in CTE/Vocational Classes</b>	<b>Number of Students who have approved/reviewed EDP on file</b>
<b>6</b>					

<b>7</b>					
<b>8</b>					
<b>9</b>					<b>294</b>
<b>10</b>					<b>263</b>
<b>11</b>	<b>49</b>		<b>11</b>	<b>59</b>	<b>182</b>
<b>12</b>	<b>44</b>		<b>24</b>	<b>31</b>	<b>176</b>

Presently we have a small number of students in the Advanced Placement classes. At one time we had Advanced Placement in all core content areas and Art. Many staff members attended the professional development training for these classes. Unfortunately, the majority of that staff is no longer at Kettering High School. We would like to once again receive Advanced Placement training for staff and add more Advance Placement classes as course options.

Second Chance students attend classes between the hours of 4:00 pm – 8:00 pm. Sixteen of the students from this program graduated in 2010. Without this program, they could have become drop outs.

Another credit recovery program is the Extended Day Program. This program occurs from 3:00 pm to 5:00 pm. Seniors in this program are also attempting to graduate on time. These students attend day and extended day classes. Many of these students would have been lost to us as graduates.

Graduation rates have been impacted also by our Allied Health Program. These students have agreed to receive their graduation diploma in the 13<sup>th</sup> year, at which time they will also receive an Associates Degree in Allied Health. These students have been taking classes at Wayne Community College concurrently while in high school.

2. Identify the resources provided to the school (in particular, other state and federal funds) to support the implementation of the selected model.

## School Resource Profile

The following table lists the major grant related resources the State of Michigan manages and that schools may have as a resource to support their school improvement goals. As you develop your School Improvement Grant, consider how these resources (if available to your school) can be used to support allowable strategies/actions within the School Improvement Grant.

A full listing of all grants contained in No Child Left Behind (NCLB) is available at: [www.mi.gov/schoolimprovement](http://www.mi.gov/schoolimprovement).

<input type="checkbox"/> <b>General Funds</b>  <input checked="" type="checkbox"/> <b>Title I Part A</b> <input type="checkbox"/> <b>Title I Schoolwide</b> <input type="checkbox"/> <b>Title I Part C</b> <input type="checkbox"/> <b>Title I Part D</b>	<input checked="" type="checkbox"/> <b>Title I School Improvement (ISI)</b>	<input type="checkbox"/> <b>Title II Part A</b> <input type="checkbox"/> <b>Title II Part D</b> <input type="checkbox"/> <b>USAC - Technology</b>	<input type="checkbox"/> <b>Title III</b>
<input type="checkbox"/> <b>Title IV Part A</b> <input type="checkbox"/> <b>Title V Parts A-C</b>	<input checked="" type="checkbox"/> <b>Section 31 a</b> <input type="checkbox"/> <b>Section 32 e</b> <input type="checkbox"/> <b>Section 41</b>	<input type="checkbox"/> <b>Head Start</b> <input type="checkbox"/> <b>Even Start</b> <input type="checkbox"/> <b>Early Reading First</b>	<input type="checkbox"/> <b>Special Education</b>
<b>Other: (Examples include: Smaller Learning Communities, Magnet Schools. A complete listing of all grants that are a part of NCLB is available at <a href="http://www.michigan.gov/schoolimprovement">www.michigan.gov/schoolimprovement</a>.</b>			

## **SECTION II: COMMITMENT**

Evidence of a strong commitment should be demonstrated through the district's ability and willingness to implement the selected turnaround model for rapid improvement in student achievement and proposed use of scientific and evidence based research, collaboration, and parental involvement.

Using information gathered using the MDE Comprehensive Needs Assessment - CNA, provide the following information:

### **1. Describe the school staff's support of the school improvement application and their support of the proposed efforts to effect change in the school.**

The staff support of the school improvement is evident in the mission, vision and beliefs of the school, all students can learn; failure is not an option. This is evident with staff participating in the interview process to work at a priority school within the Detroit Public School System. In the agreement between the Detroit Public Schools and Detroit Federation of Teachers, it is essential that there be cooperation to fulfill the necessary requirements of a priority school. Kettering staff is committed to extended days and academic year to enhance student learning as prescribe in the priority school model. Staff will participate in ongoing professional development from ICLE on the Rigor/Relevance Framework and training on instructional delivery and best practices to improve math, English and standardized test scores. Teachers will team teach, provide training before and after school, participate in community base activities and share information with grade level team members who share the same students. Teachers and administration will meet in committees, whole faculty study groups, and at regular staff meetings to implement and plan strategies to meet the needs of our students.

As a priority school, Kettering will provide several credit recovery programs that assist students in being on target for graduation. Extended Day was and is available to place seniors on track for graduation. Students may take two classes. The program was such a success as indicated by the data that it was opened to sophomores and juniors. Students attend day and after school classes.

The Second Chance program is available to 16 year olds with 40 credit hours. Students attend school in the evening hours only. These students recover credits at a faster tract as opposed to Extended Day.

The Safety and SES Programs are available to all students as a tutorial and extra curricular activity. Both of these programs are after school. Students in these programs must complete a pre-test and a post-test as an evaluation tool for effectiveness.

The Summer School Program was offered free to all students in the district as a credit recovery program through the financial manager. Students attended school from 7:30 am to 2:40 p.m. Some students used it to strengthen their skill performance.

All of these programs support school improvement in the areas of academics, drop out rates and graduation rates. It allows students to continue learning through best practices because of the professional development required by the teachers teaching in the program. It also trained teachers to begin working in the turnaround model.

### **2. Explain the school's ability to support systemic change required by the model selected.**

The model designated is the turnaround model. The turnaround model has been prescribed for priority schools. Within Detroit Public Schools Kettering has been identified as a priority school. A priority school offers a rigorous educational program which includes an extended day/year, tutoring, and ongoing professional development for staff. The turnaround model involves staff participating in high quality professional development aligned with instructional strategies, using data to identify and implement instructional programs and state standards, use of alternative methods for differentiated instruction, enhanced scheduling to meet student’s needs, community based services, advanced placement courses and foreign language opportunities.

All teachers must complete an online application and survey to work in the designated priority schools. They then must interview with a team comprised of a representative from the district and union, principal and any other designee. They must agree to support the reform efforts which may call for longer days and changes in the programs and services to students as well as participate in training and professional development.

Our turnaround partner is ICLE. They will assist us as we make the necessary changes to become turnaround school making drastic changes in student performance. ICLE will provide us with the job-embedded executive coaching for principal and leadership teams to investigate and develop the following turnaround intervention strategies:

- Develop and implement an Action Plan to recruit, train and retain quality teachers.
- Build student relationships through an Advisor/Advisee program.
- Extended School Day
- Co-teaching training
- Implement flexible school conditions
- Train leadership teams and instructional staff on the Collaboration Instructional Review System based on the International Center for Leadership in Educations Rigor/Relevance Framework.

Additionally, ICLE will provide job-embedded instructional coaching in support of our SIT and staff to include the following:

- Training on the Rigor/Relevance Framework, Collaborative Instruction Review, Conducting Curriculum Audit
- Development of GOLD LESSONS and Effective Instructional Strategies
- Assist in providing a school wide literacy focus
- Assist in the development of parameters for professional learning communities

**3. Describe the school’s academic in reading and mathematics for the past three years as determined by the state’s assessments (MEAP/ MME/Mi-Access).**

Grade	Reading			Math		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
<b>MME 11<sup>TH</sup></b>	<b>13.0%</b>	<b>19.0%</b>	<b>17%</b>	<b>2%</b>	<b>9%</b>	<b>3%</b>

Year	# of Students	Emerging #	%	Attained #	%	Surpassed #	%
2010	15	0	40.0	5	33.3%	4	26.7

#### Math

Year	# of Students	Emerging #	%	Attained #	%	Surpassed #	%
2010	15	9	60.0	6	40.0	0	0.0
2009	11	5	45.5	4	36.4	2	18.2
2008	20	16	80.0	3	15.0	1	5.0

In analyzing data from the MEAP, MME and Mi-Access as well as diagnostic test through Renaissance Learning indicates that too many of the students at Kettering High School are performing below grade level in all grades.

Data from Accelerated Reading indicates that 9<sup>th</sup> grade students are reading between 5<sup>th</sup> and 7<sup>th</sup> grade levels and Accelerated Math indicates students are performing as low as 4<sup>th</sup> grade level.

Overall, the data for 9<sup>th</sup> grade has shown that students are entering high school performing at lower middle grade levels in Reading and elementary levels in Math. We also discovered a set of Special Education students who had no reading or math level because of lack of skills. Those students immediately received intervention in both areas.

It should be noted that Special Education students scored between 5% - 12% over the three year span. The 12 percent proficiency was in the fall of 2009.

MEAP data without Special Education students was scored 30% - 33% proficiency in the three years. This reveals a challenge, bring all kids in alignment with proficiency.

Mi-Access is given to a smaller population of Special Education students as dictated by their IEP's. In 2010 students were scored in the areas of Expressing Ideas which is new this year, Math and Science. The population tested was 11 - 20 students over a three year period, 2007 - 2010.

In Math, students improved from 2008 - 2009, but declined in 2010. In Expressing of Ideas we experience a 26% proficiency rate.

#### **4. Describe the commitment of the school to using data and scientifically based research to guide tiered instruction for all students to learn.**

In support for commitment of the school, the contractual agreement states "student achievement will be enhanced through Instructional Reforms, Economic Reforms and Operational reforms at priority schools." In addition, "priority schools will offer a rigorous educational program which includes extended days/years and measurable expectations." The staff chosen for priority schools is contingent on commitment to the turnaround model as outlined contractually in the agreement between the district and the DFT.

Kettering will use the services of ICLE to construct its instructional reform to implement the use of data to identify and implement instructional programs, promote continuous use of student data to meet student needs, institute systems for measuring instructional changes, ensure curriculum implementation, use of technology based interventions for math and English, create summer transition programs, credit recovery programs and extended day Saturday school.

Students at Kettering High School needs extend beyond the classroom to be successful academically. In order to meet the needs of the whole student, we must make investments in additional resources such as social workers, counselor's psychologists and nurses.

School administration, teachers, support staff, parents, community, alumni, ICLE and other stake holders share in the mission to turn Kettering High School around making AYP. Administration and staff will participate in ongoing professional development and training to meet the needs of a priority school and implement the turnaround model. Teachers will collaboratively work on teams and committees on a continuous basis to communicate and develop strategies for improved student success.

Our instructional focus will include research based practices from Accelerated Reading and Math, Quarterly Data Reports on attendance patterns, truancy patterns, suspension patterns, grade point averages; failures and standardized testing results. These reports will be used to identify struggling and at risk students so as to create a plan of action that will increase the achievement levels of these students.

Additional strategies would include the use of Literary and Math Coaches from Wayne RESA, ICLE and the district. Differentiation and scaffolding will be included as professional development and best practices.

Kaplan Coaches, Carnegie Math, High Schools That Work best practices, Data4success best practices, Reading and Writing Across the Curriculum best practices, Integrating Technology in all classrooms, 21<sup>st</sup> Century Literacy, Educational Development Plans, Individual Learning Plans, mel.org, freerice.com and content area professional development that links English, Math, Science and Social Studies are strategies to guide tiered instruction for all students to learn and increase achievement levels.

## **5. Discuss how the school will provide time for collaboration and develop a schedule that promotes collaboration.**

Time for collaboration will be an integral part of the turnaround model. All staff will participate in content area teams and grade level teams. The schedule for these team meetings will be bi-weekly after school for 1 – 2 hours on Wednesdays. Commitment and collaboration is a must for Kettering High School instructional staff. The purpose for collaboration would be to monitor and evaluate the effectiveness in carrying out the goals in the turnaround model at a priority school. Additionally, we will collaborate to meet the needs of our students through dialect relating to rigorous instructional strategies, improvements in instructional delivery; sharing of ideas to determine school strengths and weaknesses.

In the 9<sup>th</sup> grade community, every effort is being made to have a common prep period for staff so as to allow them additional time to work. Research state that many students drop out in the 9<sup>th</sup> grade and it is crucial to have a cohesive team working with that grade level.

## **6. Describe the school's collaborative efforts, including the involvement of parents, the community, and outside experts.**

In a collaborative effort to include students, parents, teachers, administrators, community and outside experts, Kettering High School will continue to operate in alignment with our Alumni Organization, LSCO, The Detroit Pistons, Rasheed Wallace Foundation, Alkebulan-Village and our annual Career Day speakers. We will renew our efforts to continue with professional retreats. We would like to amend our Parental Workshops to include child rearing, upgrading work skills, using technology, informational services to improve the quality of living and motivational speakers. We will research community base

programs and share with the Kettering West Wing their Community in Schools partnership. Kettering Alumni provide needed support to our students by donating uniforms and equipment and awarding scholarships to students in need. Kettering's LSCO promotes Kettering efforts by sponsoring fundraisers to defray the cost for school related programs and college. The Detroit Pistons and Rasheed Wallace Foundation support Kettering by providing resources to improve reading and math skills of our students. The Rasheed Wallace Foundation updated the library media center to include computers, furniture and books for our students. The Alkebulan-Village provides reading and math enrichment activities and tutoring for Kettering students. We will continue to host professional development for our students in which consultants will work with them in the content areas of reading and Math.

We will invest in providing substitutes that will cover classes so as to allow teachers to participate in professional development with each other and outside experts. We will continue to create newsletters that inform the churches and businesses in the community of Kettering about activities, celebrations and support needed. We will continue to have our mentoring programs while creating a mentoring program between Kettering students and Kettering West Wing students.

We will research and reinvest in our other partnerships with Compact, the Urban League, the NAACP, the Gentlemen's Club and the Young Women Extraordinaire so as to provide emotional and social support for our students.

We will create a judicial board as we search for a law firm partnership that will decrease suspensions, allow students to improve speaking skills, further their knowledge of government and the judicial system. Students will be trained to be judges, lawyers and jurist as they take responsibility for their conduct, education and actions.



### **SECTION III: PROPOSED ACTIVITIES**

- 1. Describe the proposed activities that address the required US Department of Education (USED) school intervention that the school will use as a focus for its School Improvement Grant.**

Kettering is a priority school and our staff and partners are fully committed and supportive of the turnaround model to enable us to make remarkable changes to improve student achievement and make AYP. The proposed activities Kettering will participate in to implement the turnaround model are listed below

1. Developing teacher and school leadership effectiveness
2. Implement strategies such as financial incentives, increased opportunities for promotion and career growth and more flexible working conditions
3. Comprehensive Instructional Reform Strategies
4. Extending Learning time and creating community-oriented schools

Developing teacher and school leadership effectiveness will be accomplished through partnerships and professional development provided by ICLE, Wayne RESA, and district coaches. ICLE will provide ongoing job-embedded professional development to staff and administration providing the following services:

1. Develop and implement an Action Plan to recruit, train and retain quality teachers.
2. Build student relationships through an Advisor/Advisee program.
3. Extended School Day
4. Co-teaching training
5. Implement flexible school conditions
6. Train leadership teams and instructional staff on the Collaboration Instructional Review System based on the International Center for Leadership in Educations Rigor/Relevance Framework.

Additionally, ICLE will provide job-embedded instructional coaching in support to the SIT and staff to include the following:

1. Training on the Rigor/Relevance Framework, Collaborative Instruction Review, Conducting Curriculum Audit
2. Development of GOLD LESSONS and Effective Instructional Strategies
3. Assist in providing a school wide literacy focus
4. Assist in the development of parameters for professional learning communities

Kettering will establish a comprehensive reform strategy that involves:

1. Using data and research-based to identify and implement best practices for instructional our strategies and programs.
2. Continuously use data to direct the use of differentiated instruction to meet the needs of our students
3. Institute systems to measure changes in instructional practices resulting from professional development
4. Conduct reviews to ensure fidelity of the impact of student learning
5. Utilize integrated technology interventions such as accelerated reading, MEL.org and Michigan Virtual High School.

6. Freshman Academy
7. Professional development for students in reading and math
8. Increase graduation rates through credit recovery program, smaller learning communities, extended day and Saturday School.
9. Establish early warning signs to identify students who may be at risk.
10. Provide innovative and current technology equipment to reach the needs of each individual student, creating a learning atmosphere that is both enriching and rigorous through the use of SmartBoards, Computers, and PDA's. Other materials that will be supplemental to integrating technology in daily instruction for all students will include color copying machines, scanners, site licensing and other necessary accessories.

At Kettering extended learning time and the creation of community-oriented schools will be a focus for our turnaround model. Kettering will establish schedules that provide increased learning time, provide appropriate social-economical and community oriented services for students, provide ongoing family and community engagement, implementing approaches to improve school climate and discipline and invest in technology to support improved instruction in math and English.

**2. Explain how the school will use data to inform instruction, guide decision-making, and design professional development related to the proposed activities.**

Data will be the foundation of instructional practices as well as decision making for the classroom and the school. It will be discussed and presented at all staff meetings as well as become an integral part of all Whole Faculty Group meetings. Staff will be required to use it as a guide for evaluating students. Kettering High School's instructional staff will be trained in how to use data to determine the success of instructional goals and how to use student work to guide instruction. Staff will be trained in how to create data walls in their classrooms.

**i. Discuss how the school will use data to develop and refine its improvement plan and goals based on sub groups in need.**

Data will be presented quarterly to all staff in order to effectively evaluate our school improvement plan. It will assist us in determining how near we are to reaching the goals established in our school improvement plan. It will help us to target the individuals struggling so as to create interventions for those students. Data is the impetus for change. It will be the foundation for the work completed in the collaborative groups. Teachers will be informed through the Data Specialist of any data concerning the entire student body, but staff will be responsible for classroom data. They will use this data to impact the effectiveness of their instruction. When the data indicates failure, it indicates a need for further instruction. This information will be shared in collaborative sessions as well. Administrative staff will expect to see the use of data in lesson plans, on walkthroughs and observations. We will create a data wall that is transparent and evident to all stakeholders.

**ii. Describe how the school will collect, analyze and share data with internal and external stakeholders. Include how the school will ensure that all administrators and teachers are able to access and monitor each student's progress and analyze the results.**

Kettering will collect and use data from district, state and national standardized tests scores, the data directory as well as data developed by our data specialist. Data will be shared at weekly and grade level staff meetings, during committee meetings and professional development sessions. Administration and staff will use the data to identify student performance and needs, instructional delivery and strategies implemented.

External partners will receive data at our community based meetings. Our data specialist will hold sessions to ensure that all staff and community members understand how to interpret the data. Staff and administration will be able to access data through resources housed in the library, from the Zangle data manager, from each other in Whole Faculty Group meetings and Individual Learning Plans. Students will be allowed to see and discuss their individual learning plans through grade level meetings.

**iii. Describe how the school plans to adjust instruction based on progress monitoring and data results collected. Describe and name any local or national assessments used to measure student progress at each grade level.**

The school plans to adjust instruction based on a community effort. Each staff member will be part of a grade level team and a content area team. 9<sup>th</sup> grade students: MEAP, Social Studies; 10<sup>th</sup> & 11<sup>th</sup> grades: PSAT Test; 11<sup>th</sup> grade: MME, ACT, and WorkKeys

**Discuss how the school has a clearly defined procedure in place for writing a professional development plan that aligns to the National Staff Development Council (NSDC) Standards for Staff Development (<http://www.nsdc.org/standards/index.cfm>) that focuses on context standards, process standards and content standards. If the school or LEA does not have a professional development plan in place, describe the process and timeline for completing a professional development plan.**

Our professional development plans is being revised based on services provided by ICLE and services from external providers. Our data indicates a need for professional development in using rigor, relevance, higher order thinking, engaging all students in learning, engaging parent in the educational process, integration of and using technology and best practices for reading and math. Our professional development sessions will include workshops relating to: Teaching Teachers how to Effectively Implement Writing and Math Skills across the Curriculum, Using a Rigor/Relevance Framework to increase student achievement, Using student data to improve performance, School Safety and Security Plan, Technology Integration and Parent and Community Involvement. Our professional development sessions will allow administration and staff to gain necessary skills and training needed to drive the turnaround model and impact student achievement.

**3. List the individuals and job titles of the central office and school personnel who will oversee the school receiving School Improvement Grant – Section 1003(g) funds. Include the percentage of time dedicated to oversight of the school.**

The District will establish the Office of Priority Schools, which will include an Assistant Superintendent of Priority Schools, Priority School Coaches, and a Priority School Budget Implementation/Compliance Officer. Collectively, this office will be responsible for monitoring and supporting each school with the implementation of the selected model. Each school will be assigned a Priority School Coach, who will be responsible for making direct contact with assigned schools weekly. Each Priority School Coach will be assigned no more than seven SIG schools. At the school level, the principal will be the primary point of contact responsible for ensuring the required components of the plan are fully implemented.

**4. Explain specific school improvement technical assistance and evaluation responsibilities needed. Include personnel responsible for coordinating such services.**

Our turnaround partners are ICLE. They will assist us as we make the necessary changes as a turnaround school. ICLE will provide us with the job-embedded executive coaching for principal and leadership teams to investigate and develop the following turnaround intervention strategies:

- Develop and implement an Action Plan to recruit, train and retain quality teachers.
- Build student relationships through an Advisor/Advisee program.
- Extended School Day
- Co-teaching training
- Implement flexible school conditions
- Train leadership teams and instructional staff on the Collaboration Instructional Review System based on the International Center for Leadership in Education's Rigor/Relevance Framework.

Additionally, ICLE will provide job-embedded instructional coaching in support to the SIT and staff to include the following:

- Training on the Rigor/Relevance Framework, Collaborative Instruction Review, Conducting Curriculum Audit
- Development of GOLD LESSONS and Effective Instructional Strategies
- Assist in providing a school wide literacy focus
- Assist in the development of parameters for professional learning communities

As a priority school, the district will assist us by providing Kettering with qualified instructional staff; financial, evaluation and measurement assistance; administration and teacher coaches, resources and supplemental learning supplies such as books, technology, supplies and equipment in order for us to be successful in impacting learning and reaching AYP.

## Section IV: Fiscal Information

Individual grant awards will range from not less than \$50,000 to not more than \$2,000,000 per school, with grants averaging around \$500,000.

The MDE has asked for a waiver of section 421(b) of GEPA to extend the period of availability of the SIG funds, that waiver automatically applies to every LEA in the State seeking SIG funds. Accordingly, if an SEA is granted this waiver, an LEA must create a budget for the full period of availability of the funds, including the period granted by the waiver.

An SEA that requests a waiver of section 421(b) of GEPA to extend the period of availability of SIG funds may seek to make the funds available for up to two years beyond the regular period of availability. For example, without a waiver, FY 2009 SIG funds will be available until September 30, 2011. Through a waiver, those funds could be made available for up to two additional years – until September 30, 13.

### USES OF FUNDS

School Improvement Grant – Section 1003(g) funds must be used to supplement the level of funds that, in the absence of the Title I monies, would be made available from non-federal sources for the education of children participating in Title I programs. Therefore, **funds cannot supplant non-federal funds or be used to replace existing services.**

Improvement funds must be tracked separately from the Title I Basic Grant and the Section 1003(a) School Improvement Grant. Local fiscal agents are to place improvement funds in a Title I account assigned for school improvement. (This funding number must not be the same number as is used for the Title I Basic Grant award or Section 1003(a) School Improvement Grant.)

Intensive monitoring of grant implementation and evaluation will be required.

Since these are school improvement funds, districts may not combine funds into one account, and the amount awarded to each school must be spent on implementing one of the four turnaround models at the school.

The CFDA (Code of Federal Domestic Assistance) Number for this grant is #84.377A; 84.388A.

For a listing of allowable uses of funds, go to the guidance document listed on the USED website. <http://www2.ed.gov/programs/sif/applicant.html>

## **LEA Application Part III**

## **ATTACHMENT VI**

### **Policies and Practices Change Analysis to Implement the SIG Final Requirements**

Depending on the intervention model selected by the LEA, some policy and practice changes may need to be implemented. Please indicate below which are already in place, which are under consideration, and which are not needed.

Depending on the intervention model selected by the LEA, some policy and practice changes may need to be implemented. Please indicate below which are already in place, which are under consideration, and which are not needed.

<b>Polices/ Practices</b>	<b>In Place</b>	<b>Under Consideration</b>	<b>Not Needed</b>
• Leadership councils Composition		<b>X</b>	
• Principal Authority/responsibility	<b>X</b>		
• Duties – teacher	<b>X</b>		
• Duties - principal	<b>X</b>		
• Tenure	<b>X</b>		
• Flexibility regarding professional development activities	<b>X</b>		
• Flexibility regarding our school schedule (day and year)	<b>X</b>		
• Waivers from district policies to try new approaches	<b>X</b>		
• Flexibility regarding staffing decisions	<b>X</b>		
• Flexibility on school funding		<b>X</b>	
<b>Job-Embedded Professional Development</b>			
Topic requirements (e.g., every teacher must have 2 paid days on child development every 5 years) Content	<b>X</b>		
<b>Polices/ Practices</b>	<b>In Place</b>	<b>Under Consideration</b>	<b>Not Needed</b>
• Schedule	<b>X</b>		
• Length	<b>X</b>		

• Financing	<b>X</b>		
• Instructors		<b>X</b>	
• Evaluation	<b>X</b>		
• Mentoring	<b>X</b>		
<b>Budgeting</b>			
School funding allocations to major spending categories • School staff input on allocation	<b>X</b>		
• Approval of allocation	<b>X</b>		
• Change of allocation midyear	<b>X</b>		
Major contracts for goods and services • Approval process streamlined		<b>X</b>	
• Restrictions (e.g., amounts, vendors)		<b>X</b>	
• Legal clarifications		<b>X</b>	
• Process		<b>X</b>	
• Stipulations (e.g., targeted vs. unrestricted spending)		<b>X</b>	
• Timeline	<b>X</b>		
• Points of contact	<b>X</b>		
Auditing of school financial practices Process	<b>X</b>		
• Consequences	<b>X</b>		

\*Modified from Making Good Choices – A Guide for Schools and Districts, NCREL, c2002, 1998



District Name Detroit Public Schools

District Code: 82010

Building Name	Building Code	SY 2010/11	SY 2011/12	SY 2012/13	Building Total
Kettering High School	540	\$1,787,131	\$1,741,864	\$1,741,864	\$5,270,859